



MIND MAP DRAWN BY VIII STANDARD STUDENTS IN HISTORY - RESEARCH ANALYSIS

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ABSTRACT

Active Learning Methodology is a new concept in school Education. This methodology is the recent implemented system by our government for high school and higher secondary schools. It is varied from traditional method. Use of these techniques in the classroom is vital because of their powerful impact upon students' learning. It is one of the great steps in the scheme of Sarva Siksha Abhiyan (SSA). Under this scheme, Active learning methodology (ALM) is the method of education followed in the corporation schools of Tamilnadu, Chennai in 2003. In this method the Mind Map encourage the students in critical thinking and problem-solving. Also it can help the students to think with greater clarity to explore relationships between ideas and elements of an argument and to generate solutions to problems. Active learning is involving students directly and actively in the learning process itself. The main objectives of the present study is to know the activities of drawing mind map through ALM at the school level. It focuses the Information retention, communication skills, and higher level thinking skills, teamwork, motivation and new learning resources. The teacher explains the drawing of the mind map and its concept. In psychology the teacher can allow them to draw with happily without any restrictions. The present study selected 105 students from government and corporation schools and analyzes the level of their drawing ability according to the subject concept. The study found that government school students were excellent in their work when compare to other school students. They have natural environment taste. It is one of the creative methods of teaching in the present educational system.

KEY WORDS: Active learning methodology (ALM), Sarva Siksha Abhiyan (SSA), Mind map, communication skills, critical thinking, retention and Team work.

INTRODUCTION:

After the independence of our country, Indian government has taken many steps to achieve the goal of universalisation of primary education. In that one of the great steps in the scheme of Sarva Siksha Abhiyan (SSA). Under this scheme, active learning methodology (ALM) is the method of education followed in the corporation schools of Tamilnadu. Tamilnadu has emerged the top state in implementation of the Sarva Siksha Abhiyan (SSA- the education for all) as per figure recently released by the union ministry of human resource development. It is a child centered activities and effective teaching learning strategies. For the implementation of the program the ground level worker that means the secondary grade teachers have a major role to achieve the main objectives. SSA recognizes the critical and central role of teachers and advocates a focus on their development in the block resources centers for qualified teachers.

IMPORTANCE OF ALM:

The term active learning has been understood intuitively than defined in commonly accepted terms. As a result many educators says that all learning is active. Research suggests that students must do more than just listen. Learning methodology is the recent implemented system by our government for high school and higher secondary schools. It is varied from traditional method. Brilliant and gifted children can understand the traditional method easily, but average and below average students are not followed according to the speed of the teaching of the subject teacher. In active learning methodology teacher is the only guide. He instructs the students to create the idea about the steps of ALM. In active learning the students learn the basic elements of taking, listening, writing and reading. ALM encourages the students to draw the mind map for understanding the concept easily.

A mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics. Mind Mapping system encourages critical thinking and problem-solving ability of the students. It can help the students to think with greater clarity to explore relationships between ideas and elements of an argument and to generate solutions to problems. It puts a new perspective on things by allowing them to see all the relevant issues and analyze choices in light of the big picture. It helps the student to integrate new knowledge and organize information logically.

Benefits of Mind Maps:

- Help students brainstorm and explore any idea, concept, or problem
- Facilitate better understanding of relationships and connections between ideas and concepts
- Make it easy to communicate new ideas and thought processes
- Allow students to easily recall information
- Help students take notes and plan tasks
- Make it easy to organize ideas and concepts

How to draw Mind Map

All mind maps begin with a main concept or idea that the rest of the map revolves around, so choosing that idea or topic is the first step. Begin by creating an image or writing a word that represents the main idea. From that main idea, create branches (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colors and images to differentiate the branches and sub-topics.

Then, create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch. It stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics. It can be created on paper but are more easily and fluidly created on a computer with mind mapping software.

Teaching with Mind Maps

Mind mapping is a beneficial learning tool to help students brainstorm any topic and think creatively. Mind maps are particularly helpful in the writing process and provide students with a natural way of thinking and building thoughts on a story plot or theme. It also provides teachers with insight into their students' thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of evaluating students' understanding.

STEPS OF ALM (IUCRAR)

- I - Introduction
- U - Understanding
- C - Consolidation
- R - Reinforcement
- A - Assessment
- R - Remedial measures

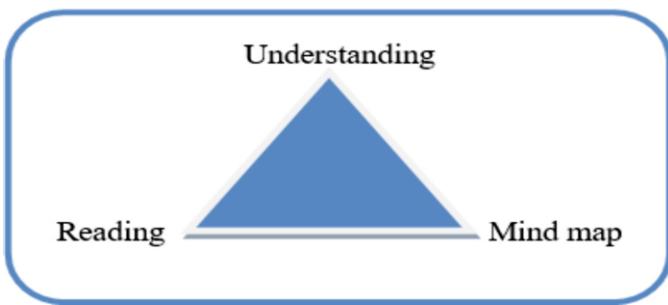
IUCRAR is the short steps of ALM in the class room used by the students.

Introduction (I)

The teacher should give an introduction of the unit which he is going to teach. The introduction can be given by asking questions which are related to the previous lesson or motivates the students by songs or telling small stories related to the lesson.

Understanding (U)

The students read the unit and underline the hard words, blackened words and some words which they do not know. After understanding the concept from these words they make the mind map whatever the shapes like (flowers, trees, fish, ani-



METHODS OF READING:

The teacher selects the method of reading according to the lesson and he divides the students into small or large group, whether they are brilliant and dull students. Self study method – It is suitable only for the student who knows to read fluently. Pair studies method two or more children can participate in this method. They are helping each other.

SQ4R Method: This method is also used to understand the hard words of the lessons. Here the students first survey the lesson and prepare the questions and answers the four R's reading, recite, review, reflect are done by the students.

- S - Survey
- Q - Questioning
- R - Reading the unit
- R - Recite- Mind map preparation
- R - Review- consolidation
- R - Reflect- Recalling (Group discussion)

Diagram with chalk and talk method is suitable for teaching biology physical and chemistry lessons.

REVIEW OF RELATED LITERATURE:

Nagavalli T (2008) has conducted a study on "Status study on Activity- Based self – learning" The study revealed that the teacher trainers opine that activity – based learning was suitable only to the primary level and to all subjects. Yet they find difficulty in teaching English, mathematics and Tamil. Also they experienced that time management and finishing the syllabus within the stipulated time was quite difficult.

Wickramisinghe et al (2007) discovered that the majority of medical students who had been newly introduced to Mind Mapping perceived it to be helpful for memorizing information in an organized way compared to their previous self-study technique. Research by Toi (2009) shows that Mind Mapping can help children recall words more effectively than using lists, with improvements in memory of up to 32%.

Bharadwaj suparna and katara manorama (2005) has conducted a study on "Activity- based teaching—learning strategies in large class- room at primary stage" This study revealed that activity – based teaching strategies were very effective in large sized classes and help the learner in concept attainment and ability development. Also it provide the opportunity for expressing talents and confidence for perfecting their activities.

Satapathy M.K (2003, NCERT, Bhubaneswar) has conducted a study on "Activity- based classroom transaction and durable learning" This study aimed at find in out the effectiveness of activity- based classroom transaction in terms of quality of achievement of the pupil and retention of competencies learnt. The study revealed that activity based transaction promote true learning because of longer retention of concepts and competencies, both in large and small sized classes.

METHODOLOGY:

As research design is a plan of the proposed research work. A research design represents a compromise dictated by mainly practical considerations. Schuman has pointed out that "a research design is not a highly specific plan to be followed without deviation, but rather a series of guide posts to keep one headed in the right direction." A research design should be based more or less on some methodology. The research design should made once the topic and problem of research have been selected and formulated objectives have been properly outlines, concepts have been properly defined and hypothesis have been properly framed. The Methodology pertaining to the study on "Analysis the mind map drawn by VIII standard students in history".

Objectives of the study

- To know the activities of drawing mind map through ALM at school level.

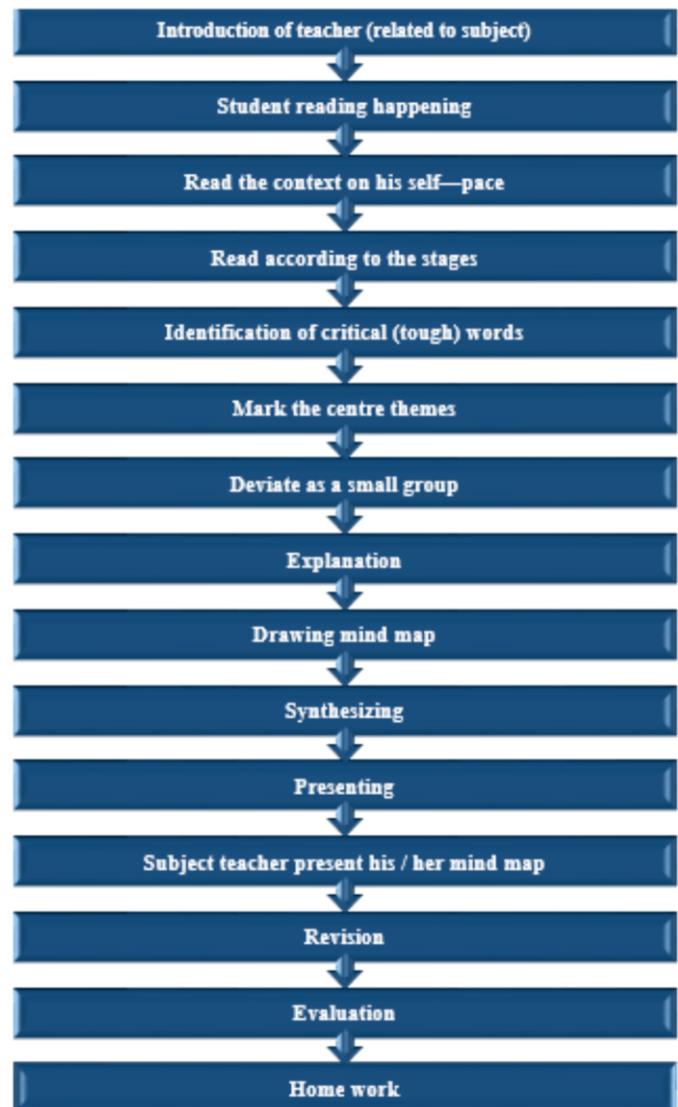
- To find out the areas in mind map where students face much difficulties
- To find out the difficulties committed problem involving fundamental operations of mind map in history.
- To study if there is any significant difference between boys and girls in drawing min map
- To know the coordination of teacher to ensure the effective implementation of ALM.

According to the view of a class – teacher a mind map has the following concepts.

- Mind map integrated the creativity of new thoughts and feeling
- It has the structure of a tree which exhibit the students memory of learning concepts which he has learned
- It clearly minute the theme and its branches according to the students imagination ability
- It is nothing but the clear structure of understanding
- It is a kind of arrangements or ordering

CHOLA PERIOD--- SOURCES

The class—teacher explained the method of drawing a mind map like the following steps:



READING:

Here the teacher asked the students to read the text book and make them to realize the purpose of reading. Then he make the students to place according to the facility of the classroom and advised the students to do combined study between the well and dull students. The teacher can ensure and supervised the students that they concentrated while reading. Also the teacher may kindly explain the meaning of the words while learning and clear their doubts.

DEVIATE THE STUDENTS AS SMALL GROUP:

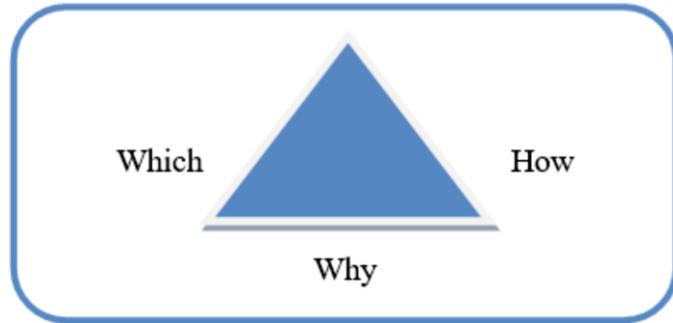
After reading the passage, the teacher divides the students in small groups in order to find out the meaning of tough words. For the purpose of learning clarification, five or six members formed as a group. Not only a student's alone lead his group but all must participated in it. The teacher should not stand on a particular group but supervised all the groups.

ARGUMENTS:

While arguments the teacher combined with that group and also guide them. When group discussion they can avoid the dominant voice of the students. He makes the students to argue on the basis of lesson theme. There was provision for accepting all concepts while arguing. After argument he made the students to clarify the concepts and did not allow the groups dispose without understanding.

DRAWING MIND MAP:

Method of drawing a mind map

**Which**

- It may start from the centre of a part
- Concepts have been joined according the view of thinking.

How

- Pictures, maps were used on required places
- Lines, aero marks, structure, figures colors etc., can be used to join the additional points.

Why

- The important concept was placed at the centre clearly.
- There was no limit for mind map.
- While drawing mind map right or wrong option would not used

Conjunction lines started from central theme. In mind map maximum three colors will be used. Additional points have been joined adjacently. If a single paper is not enough additional papers can be used.

TEACHER'S SUGGESTIONS:

The teachers can create an interest for individual students. He may give suggestion to start at the centre but not an any corner. He advised them to draw neatly and clearly, and emphasized that the mind map should be drawn on the basis of central theme. In Psychologically, the teacher can allow them to draw with happy without any restrictions. But the students can use only words not sentences.

INSCRIPTION:

The work of ordering the reading and the understanding the concept is known as inscription. It has the following methods

- Net of words
- Schedule
- Points
- Order
- Pictures
- True information
- Timings

The subject teacher asked the students that they have to follow the above mentioned steps for inscription as their wish. The teacher practices the students to write the inscription to their required lesson. They inscribed their lesson concept without any help from the teacher. It will be based on the student's ability.

PRESENTATION:

After completing their inscription the group of the students presented their report to the class teacher. Sometimes the students can read their report in front of their classroom. The teacher can help the slow learners to present the report. After the students presentation the teacher present their mind map or hanging his map on the drawing sheet. He read his inscription clearly to all in order to make them well

understanding. Through the teachers mind map the students marked their missing concepts.

REVISION:

According to the inscription of lesson plan, only the important points will be revised. It is one of the remembering methods.

EVALUATION:

- Students have been self-evaluated themselves
- Evaluation was a chance to encourage the students

While evaluation quiz, choose the correct answer, drawing the pictures were some of the activities may conducted.

FEED BACK:

The feedback session the teacher helped the slow learners and clear their doubts in their concepts. Here the teacher can give more than one chance. He may teach simple one from complex. Also they may give more practice.

ASSIGNMENT:

Assignment placed a vital role in their learning after reading. The teacher practiced every unit of the lesson. He has given assignment to all students. The next day he will encourage the students whatever they done in their notebooks. In this way the teacher practiced the students to improve their capacity in their learning. Based on the above descriptions the investigator concludes the judgment about the level of the schools on the basis of their understanding the concept.

SAMPLING TECHNIQUE:

For the present study the random sampling method was used. Simple random sampling is nothing but, the most popular sampling technique. It is the basis for other types of probability simple random sampling is the selection of item from population in such way that

- Every items has an equal chance to be selected
- The selection of an item is no way dependent upon the selection of any other items
- In this study a total number of students is 105 at secondary level in Salem district were taken as a sample

SAMPLE DETAILS:

Sl. No.	School	Type of school	Medium	Boys	Girls	Total
1	Corporation girls higher secondary school, Salem	Urban	English	--	40	40
2	Punchayat union middle school	Rural	Tamil	15	15	30
3	Government girls higher secondary school	Rural	Tamil	---	35	35
					Total	105

DRAWING

In the case of drawing mind map the investigator has found that corporation girls students were very well in their drawing work. Drawing included the variables of design, concepts and colorings etc.

- Design represented the drawing structure of the map
- Clear represented the neatness of the mind map
- Coloring represented the uses of different colors in a beautiful sense.

Table showing the drawing level of the schools

Sl. No.	Schools	Level
1	Government girls Hr Sec school	Very high
2	Corporation girls Hr Sec school	Above average
3	PUM school	Average

FINDINGS:

From the above analysis the investigator has identified that in drawing a mind map, government school students were excellent in their work though one or two small defects were there. The teachers should take attention in these defects. The corporation school students found difficulties in understanding their concepts but they were better than UPS Schools. UPS school is situated in the rural side obviously the students draw fair in their level and may not be drilled properly. Also from the analysis of mind map it is observed that students have good in concept and some of the variables of drawing like design and clear because in these areas they learn naturally from their life environment. Generally in summarizing

that the students face difficulties because they did not know to create a sub topic name.

DISCUSSION:

Satapathy m.k (2003, NCERT, Bhubaneswar) has conducted a study on “Activity- based classroom transaction and durable learning” The study revealed that activity based transaction promote true learning because of longer retention of concepts and competencies, both in large -sized and small sized classes. The present study also supported that government school students were excellent in their work though one or two small defects were there. Bharadwaj suparna and katara manorama (2005) study concluded that activity based learning helped the learner in concept attainment and ability development. Also it provide the opportunity for expressing talents and confidence for perfecting them. The same concept was accepted by the present study analysis from the drawing of mind map it is observed that students have good in concept and some of the variables of drawing like design and clear according to their nature Nagavalli T (2008) has conducted a study on Status study on Activity- Based self – learning” The study revealed that the teacher trainers opine that activity --- based learning was suitable only to the primary level and to all subjects. Yet they find difficulty in teaching English, Mathematics and Tamil. The present study also conclude that students face difficulties in some subjects..

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